|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Clarity** | Actors speak lines clearly and loudly. Audience has no problems hearing or understanding actors | Actors speak lines clearly and at a good volume. Audience has few issues understanding actors. | Actors do not always speak clearly or loud enough. Audience struggles to hear and understand actors at times. | Actors are neither clear nor loud. Audience cannot discern what actors are trying to say. |
| **Blocking** | Evidence of thoughtful blocking that has been thoroughly rehearsed | Evidence of good blocking that has had prior rehearsal. | Evidence of incomplete blocking with little rehearsal. | No evidence of blocking or rehearsal. |
| **Props/Costumes** | Uses props and costumes to add to meaning of scene and/or lines | Uses props and costumes that are fitting with scene and/or lines | Few props and costumes in scene. | No props or costumes in scene. |
| **Scene Comprehension** | Student(s) have deep understanding of scene and demonstrate this understanding through a dynamic performance | Student(s) show good understanding of scene and demonstrate understanding through a strong performance | Student(s) show limited understanding of scene and demonstrate understanding through an average performance | Student(s) show little to no understanding of scene and performance reflects this lack of understanding |
| **Line Memorization**  **(number of prompts) / (number of group members) = (total number of prompts)** | 1-5 Prompts | 6-10 prompts | 11-15 prompts | I/we don’t know my/our lines. |

***MACBETH* Performance Rubric – 2011**

**GROUP MEMBERS:**

**TOTAL:**

**SCALE**

**20-18= A 17-14 = B 13-11 = C 10-8 = D 7-5 = F**